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ABSTRACT

This workbook is part of a series devoted to all areas of charter-school development. Fifth in the series, this volume focuses on community relations and how school founders can handle public relations, market their school, and deal with controversy. The text is divided into three sections. Section one examines why schools should engage in public relations and outlines the elements of an effective public-relations plan. It discusses how to develop a plan, pertinent laws, external communication, and internal communication, such as discussions with parents, students, and teachers. The second section describes a four-step process for marketing a school and the importance of publicizing a school and focusing on specific populations, such as potential parents and staff. The last section, "Moving Beyond Controversy," discusses the finer points of conflict management and describes the various types of conflict behavioral styles, such as avoiding, competing, and accommodating. It offers hands-on advice for dealing with interpersonal conflict and gives tips for dealing with internal and external politics. Each section features a selection of "tools" that contain activities to help generate ideas, to establish checklists that track what has been accomplished, and other information. (RJM)

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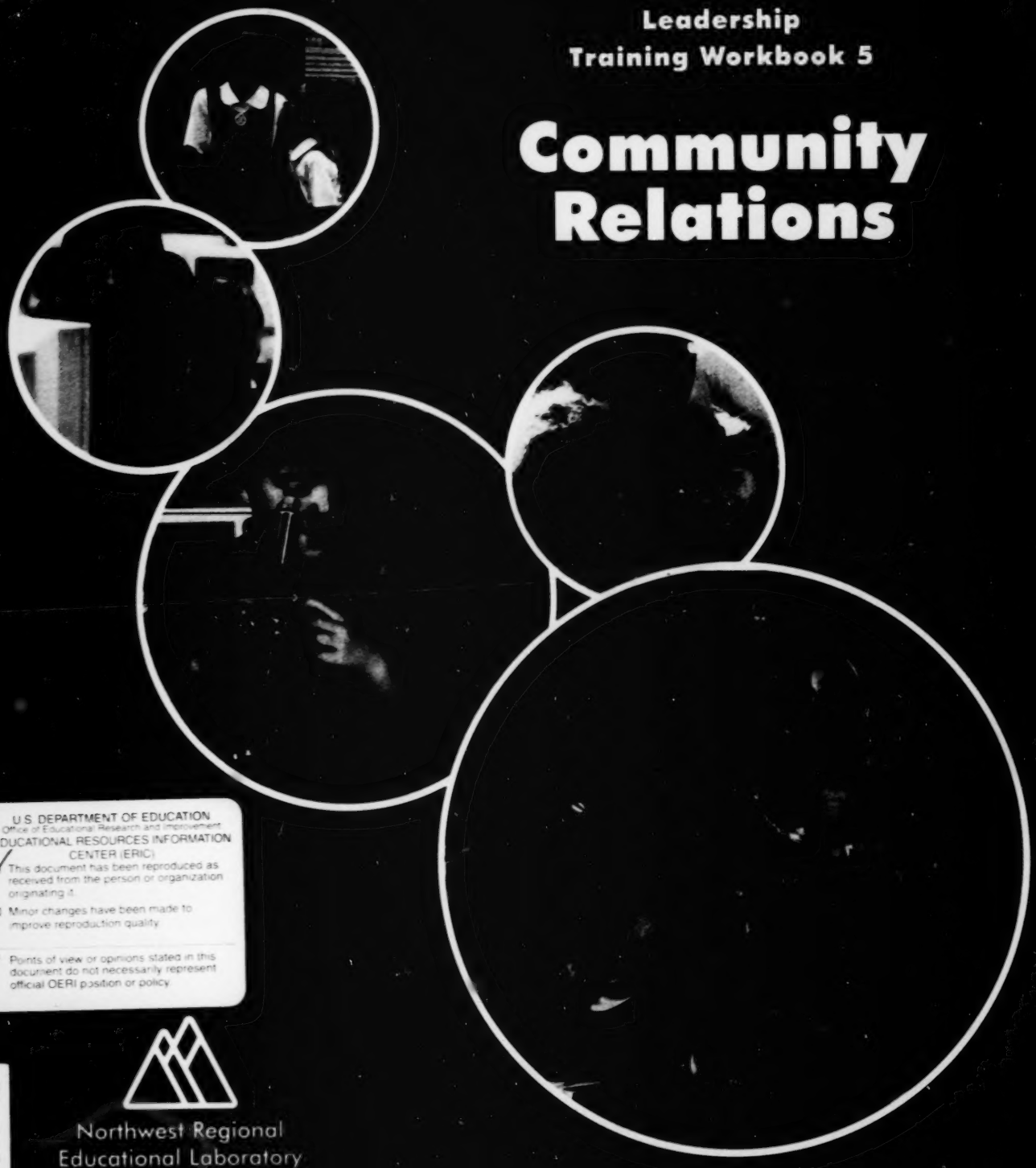
Charter Starters

Leadership
Training Workbook 5

Community Relations



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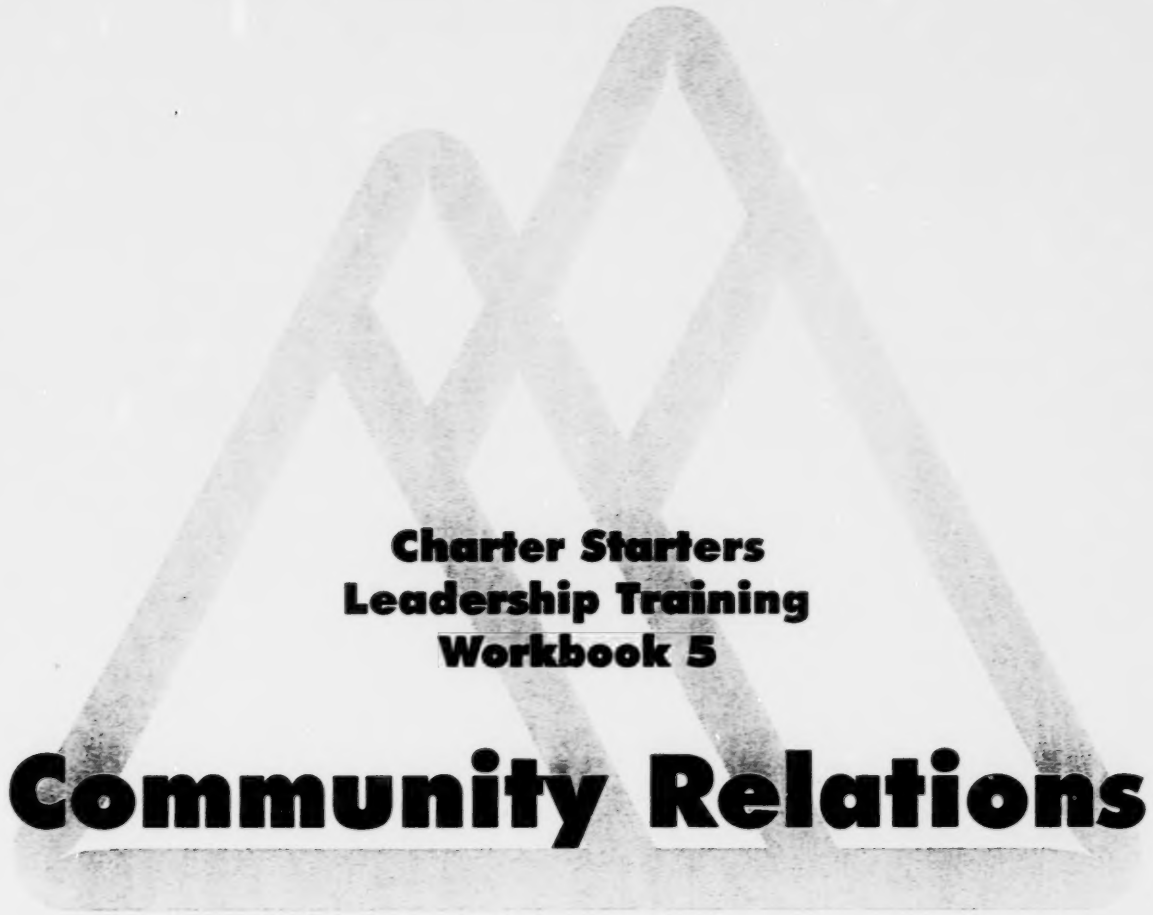

Charter Starters
Leadership Training
Workbook 5

Community Relations

Rural Education Program
Dr. Joyce Ley, Director

July 1999

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Preface

The Charter Starters Workbook series provides material and resources in all areas of charter school development. The material is based on five core content areas, and each workbook in the series is meant to stand alone:

- **Workbook 1: Start-Up Logistics**—drafting a charter, creating a vision and mission, developing a core founding group, accessing expert information, navigating the application process, acquiring a facility, allocating resources, establishing a legal entity, and contracting for services
- **Workbook 2: Regulatory Issues**—special education requirements, civil rights regulations, federal and state laws and regulations, and requirements for parent involvement
- **Workbook 3: Assessment and Accountability**—academic accountability, fiscal accountability, public/parental accountability, rule compliance, assessment and evaluation, financial management, developing a business plan, and how vision and mission connect with assessment and accountability
- **Workbook 4: Governance and Management**—creating an organizational structure, establishing strong leadership, handling personnel issues, developing internal policies, creating a board and board bylaws, managing growth, and dealing with liability issues
- **Workbook 5: Community Relations**—coordinating public relations, marketing the school, and dealing with controversy

The workbooks are targeted toward both charter school founders/developers and charter school trainers. Although originally designed as the training material for a five-day training academy, each workbook is relatively self-contained. This workbook contains information on community relations.

Two precautions:

1. *The information that is provided in this workbook is not intended to be prescriptive. We encourage charter school founders to be creative and to innovate as they develop unique schools that serve the needs of their communities.*
2. *All information contained in this workbook should be considered as informational only and should not substitute for legal advice. We recommend that charter school developers obtain legal counsel whenever appropriate. We also advise that materials in this workbook, whenever possible, be tailored according to state specifications; the information in the workbook is not state-specific.*

Conventions and features used in the series

Resource tools follow each subsection of each workbook. These tools fall into five categories: activities, samples, checklists, detailed information, and resources. References to tools within workbooks are labeled with icons so you can easily identify each tool's category.

Tools labeled	Are
	Activities to help you actually begin working on ideas and solutions.
	Sample forms/policies for you to use as examples in making your own forms and policies.
	Checklists to help you keep track of what's done and what you still need to work on.
	Detailed information on a particular issue, such as a matrix, list of addresses, or federal regulation.
	Resources that list places to go for more information, including the Internet.

NWREL staff are available to provide assistance and direction in using the workbooks to develop training sessions for charter school developers. This includes providing training based on workbooks and/or providing assistance in finding expert trainers for specific topics. Additional questions, comments, or recommendations regarding the information in the workbook series are welcome and can be addressed to the Rural Education Program (phone: 1-800-547-6339, ext. 546; e-mail: ruraled@nwrel.org).

Public Relations

Public Relations: What Is It?

The National School Public Relations Association (NSPRA) defines school public relations in the following way: "Educational public relations is a planned and systematic management function to help improve the programs and services of an educational organization. It relies on a comprehensive two-way communications process involving both internal and external publics, with a goal of stimulating a better understanding of the role, objectives, accomplishments, and needs of the organization. Educational public relations programs assist in interpreting public attitudes, identify and help shape policies and procedures in the public interest, and carry on involvement and information activities which earn public understanding and support." [1]

Why Should Charter School Leaders Engage in Public Relations?

Public relations for charter schools are often initiated in response to outside forces and the need to "tell your side of the story." Charter schools are getting a great deal of media attention and face much controversy. Charter school leaders must be proactive in communicating about their charter school and the charter school movement. Leaders must identify and reach out to various stakeholders in an effort to inform and interest these constituents from the very beginning, as each one is a potential ally or opponent.[2]

Public relations can be used within charter schools for many purposes; here are a few examples:

- To communicate to potential parents and students
- To recruit teachers and staff
- To answer critics
- To educate
- To raise funds
- To build partnerships
- To establish and strengthen communication with staff and students

1 National School Public Relations Association. (n.d.). *Getting a public relations program started.*
2 From Massachusetts Charter School Resource Center. (1997). *The Massachusetts charter school handbook* (3rd ed.).

How Does Public Relations Work? How Is a Public Relations Program Structured Within the School?

The principal or designee is typically vested by the Board of Directors to speak on behalf of the school. A public relations committee can be very helpful in supporting and strengthening those communication efforts and activities. However, while the committee may recommend and suggest both formally and informally, it must never overstep its bounds by acting and/or speaking inappropriately or without approval from the principal and/or board authority.

Public Relations Committees

Some schools form a committee to plan and implement a communications or public relations plan. Here are suggestions on who to include on this committee:

- Policy-level opinion leaders such as school board members
- Representatives of school stakeholder groups such as teachers, support staff, students, parents, and other community members
- Operational-level leaders such as key administrators

Consider using local universities and colleges. As resources, professors may have classes take on your school as a public relations or marketing project, and/or individual students may be recruited to volunteer or serve an internship in your school. Start by contacting the career services or other internship offices at your local university or college.

Recruit committee members with experience in areas such as marketing, advertising, promotions, media relations, and other functions that support public relations. Look for creative, well-informed people who consistently read the newspaper, are tuned in to radio and TV news and public affairs shows, and surf the Internet (if it's available). Reach out to others in the community who have experience in marketing to help (such as the local United Way).[3]

Possible functions of the communications or public relations committee:

- Take a proactive approach to communicating about your charter school
- Help to establish communication with internal and external audiences, such as external reports and internal newsletters
- Assist with media relations

3 From Bonk, K., Griggs, H., & Tynes, E. (1999). *The Jossey-Bass guide to strategic communications for nonprofits. A step-by-step guide to working with the media to generate publicity, enhance fundraising, build membership, change public policy, handle crises, and more.*

- Assist with plan development, such as public relations planning and crisis communications planning
- Conduct research
- Help in staff and teacher recognition
- Solicit parent involvement, recognize volunteers
- Contribute to the development of public relations materials

Consultants

Sometimes consultants are hired to assist the communications committee. This position is often split with other duties for the school, such as grant writing or community education. Hire consultants who are thoroughly experienced in all aspects of communication. Sometimes they will volunteer their time if they have a passion for the cause. Always work within a budget you can afford.

See the Core Founding Group and Accessing Experts section of *Workbook 1: Start-up Logistics* for more information.

State Charter School Associations/Resource Centers

The charter school association or resource centers in your state may be able to help you develop materials and work with you in promoting charter schools in your area. Many may also provide information (including contact information) about all the charter schools in your state.

When Is a Public Relations Program Implemented?

Good public relations take place year-round. Communication with internal and external constituencies will constantly change and evolve with the charter school. Developing and carrying out an effective program takes a lot of work and requires constant attention.

Developing a Public Relations Plan

According to the NSPRA, the one common element of all successful public relations programs is that they are planned. A well-thought-out public relations plan will help ensure that a school carries out its mission and meets its goals with the support of its staff and community.

Consider using this four-step process for developing a communication program: National School Public Relations Association. (1998). *Getting a Public Relations Program Started* [online]. Available: www.nspra.org.

1. Research
2. Planning
3. Implementation
4. Evaluation

Step One: Research

Investigate past and current media coverage and public opinion of your school.

- Evaluate the overall market and factors that affect your school. Where does your school stand in the community? What is the perception of charter schools in your community? What are the "hot issues" affecting that perception?
- Get needed information: read your local paper every day, attend to local and national television and radio news, interview leaders in the community, conduct focus groups with community members. Save all newspaper articles.
- This can be time consuming, but dividing the tasks among committee members can ease the workload.

Step Two: Planning

Develop an action plan.

- Identify and develop your goals and objectives for your communication program. Base your research on your school mission and vision. What are you trying to accomplish? Marketing to parents and students? Recruiting teachers? Educating the public? Answering criticism? The more specific your objectives, the more likely you are to reach them. Often a simple objective—such as seeing a positive story about your school in your local paper once per quarter—works best.

- Determine your target audience (intended audience). Who are you trying to reach to obtain your goals and objectives? What do you want them to do? What action do you want them to take? What is the best way to reach them? You can start this process through conducting focus groups with your potential target audience (such as parents or board members). Ask them what kind of messages would motivate them. Where should the information be located? Who else would be interested in your school?

  Your audience should be a segment of a larger group that will help you reach your objectives. To cite the community in general as your audience is not specific enough; focus on what subgroups in your community you want to reach. Examples include:

  - Specific community groups, potential contributors, partners, and allies such as: Elks Club, Shriners, or Masonic Lodge
  - The charter-granting agency (sponsor)
  - Parents (potential and/or actual)
  - The district and/or school board
  - Legislators who represent your area

- Develop your message. Message development tips:

  1. Always be positive! (Even toward the traditional public schools or district(s) in your community.) Negativity only makes you look bad. Try not to be defensive. Do not overreact to criticism. Focus on the positives of your school, such as:
     - Accurate statistics and stories of student success
     - Special programs and activities at school
     - Student/teacher involvement in community efforts
     - Innovative instructional programs
  2. Test your message on those you are trying to reach (such as parents) to make sure it is understood and motivating.
  3. The message should be action oriented. What should the receiver of the message do next?

4. Develop a school phrase four to 10 words long, that you would like to see used every time a reporter does a story about your school.[4] If you do not, the media will. Make sure all those in contact with the media are aware of current issues and prepared with correct responses.

5. Find a way to concisely articulate your instructional program. This will make it easier to communicate to others.

6. Never release anything that is not perfect. Internally revise and review all documents at least twice before release.

- Choose a channel of communication.

  What channel(s) of communication will you use? There are many different channels of communication that you can use to get the word out about your school.

The major types of media and channels of communication are summarized in Tool I (Page 25).

Selecting the right channel of communication: There are a number of factors to consider when choosing the right way to get the word out about your school. Some of the questions to consider are:

1. Does the channel allow you to reach your target audience? For example, if you choose to use radio, keep in mind that different radio stations reach different audiences. You will want to ask each station about the demographics of their listeners.

2. How many people in your target audience will receive your message? Will the channel you use reach a large enough number of people? Does it reach too many?

3. How much will it cost? Both in terms of financial amounts and in staff time? Do these costs align with your budget and goals in your communication plan?

4 3 From Bonk, K., Griggs, H., & Tynes, E. (1999). *The Jossey-Bass guide to strategic communications for nonprofits. A step-by-step guide to working with the media to generate publicity, enhance fundraising, build membership, change public policy, handle crises, and more.*

4. How long will people be exposed to the message? Is there opportunity for many exposures to the message, or is it only one time?

- Write out your strategies on paper. Develop a budget that takes staff time and outside contracts into account, displays a timeline, and assigns responsibility. Review plans often to assess progress and hold people accountable for tasks assigned.

TIP: Public announcements and press releases are the least expensive method to publicize a new school.

See Tool II (Page 14) for a checklist of communication materials that you may need to start your public relations program.

Step Three: Implementation

After you have received approval from the board, put your plan into action. You will need to constantly revisit and revise your plan as needed throughout the year.

See Tool III: Public Relations Checklist (Page 15) to help you stay on track.

Step Four: Evaluation

Devise a way of measuring the results of the communication campaign to determine effectiveness and needed improvements.

Suggestions for evaluation:

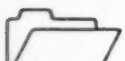
- Always ask people who inquire about your school either on the phone or in person how they heard of the school; keep a record of responses
- Keep track of the total number of calls and or visits to the school by potential students/parents
- Keep a count of partnerships that develop as a result of the communication campaign
- Keep a tally of returned tear-off sheets of brochures, interest cards

Laws To Keep in Mind

- Open meeting law, Public Records Act, civil rights laws.

See *Workbook 2: Regulatory Issues* for a description of laws.

- Confidentiality—seek permission to use children's photos in public relations materials. A letter describing what you are doing and why with a confidentiality form is one way to do this.



See Tool IV (Page 17) for examples of photograph waivers.

Specific Ideas for Working with Target Audiences

- Remember: if you are not supplying information, others will, and it may not be the information you want.
- Reach out to your audiences before you need them or it could be too little, too late!
- Think about the impression your school makes every day for visitors. Keep your school site clean, warm, and welcoming for potential visitors. Frontline staff/students should be trained accordingly.
- Realize that communication takes place anytime anyone from your school (parent, teacher, student, staff, board members) relates information about your school to the public. It is important that all individuals are aware and informed of important issues and changes in your school.

External Communication

Community

1. The best way to build relationships with the community is to involve community members in the school and with students and teachers. School-community involvement ideas:
   - Community service programs
   - Extended learning centers—offer classes after school and in the evenings for parents and other community members

- Volunteer opportunities (see Marketing Your School, Tool II, on Page 27 of this workbook)
- "Principal for a Day"—community members are invited to come in and follow the principal around for one day to see how the school works

2. Become involved in your community:
   - Ask to speak at or attend civic group meetings
   - Provide information to community groups (flyers or brochures, Web sites)
   - Invite community groups to visit your school or to attend a special event
3. Include diverse members of the community on your charter school board.
4. Make representatives of the school available to help in local community events.
5. Bring opponents into the dialogue; do not give up on them. They may become your biggest advocate and provide valuable information.

Business

1. Get involved in local business organizations.
2. Develop a relationship with the Chamber of the Commerce.
3. Find out which local businesses actively support schools and education. Introduce yourself.
4. Invite a prominent business person to become involved in your school's governance (board or committees).
5. Initiate and develop school-to-work activities.

Districts, School Boards, Unions

1. Talk to school board members—ask their advice; ask what their concerns are; invite them to events; keep them informed of your school's progress.
2. If necessary, be willing to work through the bureaucracy.

3. Ask school board members how they will vote. Don't wait to have a losing vote; know your school board's expectations.

4. Hold informal meetings with the district and union management. This will help the transition go more smoothly.

5. Try to keep the superintendent informed of school activities. The superintendent can serve as a charter school's ally.

6. Do not approach the school district with the attitude that you are better, only that you are different.

Charter-Granting Agency

1. Keep communication open; keep the agency informed of activities; answer correspondence (letters requesting information, etc.).

2. Have one person designated as the contact person. This helps to facilitate continuity in communication.

3. Never lie. If you have made a mistake, explain what happened and how you are going to deal with it.

Politicians

1. Know the legislators who represent the area where your school is located. Every legislator should have background information on the Internet—get to know them better.

2. Communicate with your legislators often via telephone, e-mail, mail, or fax. Keep them up to date on current issues and activities of your school.

3. Invite them to visit your school—the media will come.

4. Collect and use data and anecdotes about your school. It is important to have data as proof to the media and legislators.

Internal Communication

Staff, faculty, parents, students, and board members can be your greatest allies in the community. But they need to be informed and educated about activities and events in your school. Open communication is key. This can be done through:

- Newsletters (electronic and hardcopy)
- Monthly progress reports (shortened version)
- Creating a telephone tree
- Providing classes (e.g., parenting, citizenship)
- Asking for comment cards

Parents and Students

1. Invite parents to take on key positions that are visible to the media; prepare them for interviews
2. Have strong communication with parents
3. Promote internal newsletters and open communication whenever possible
4. Invite them to open houses
5. Invite them to all school events
6. Involve parents in the school (see Marketing Your School, Tool II, on Page 27 of this workbook)
    - Volunteer opportunities
    - Provide awards for such things as student attendance; have a ceremony and invite parents to attend
7. Ask for written testimonials

Teachers and Staff

1. Keep them informed of what is happening in your school—through internal newsletters, staff meetings, informal meetings
2. Have teachers and staff on decisionmaking boards or committees
3. Praise them in the media and to others when appropriate
4. Celebrate accomplishments

Administrators

1. Take them to an informal lunch once in a while
2. Invite them to open houses
3. Praise them in the news media

School Board Members

1. Take them to an informal lunch to show appreciation
2. Have many open houses and invite them to attend
3. Speak well of them in the media whenever possible
4. Do periodic presentations to the board informing them of current issues (success and failures) in your school
5. Invite them to school events

Working with the Media

- Proactive positioning—meet media members before you need them; it will be too late if you wait until a controversy occurs
- Take initiative to invite media to events
- Make anecdotes and school data available for "instant stories"
- Have data available as proof of claims
- Designate a point person in the school to handle media relations
- Treat them with respect
- Collect and keep press clippings—you may want to display and send to interested parties

The Northwest Regional Educational Laboratory has produced a document titled *Founding Charter Schools: A Basic Guide to Working with News Media* that provides more information on working with the media. For more information, visit the Web site at www.nwrel.org.

Tool I: Channels of Communication

Type of Message Transmission	Channel of Communication	Examples of Channel	Characteristics of Channel
A. Electronic	Television	National, regional, local cable, video	Usually expensive; good to build awareness beyond school's boundaries; possibility of news coverage; may be difficult to target specific populations
	Radio	National, regional, AM/FM, ethnic, public access, local	Informative; can be interactive; cost effective; possibility of talk radio interviews, PSAs; easier to target specific audiences
	Telecommunications	Telephone, fax, e-mail, Internet	Cost effective; only reaches those with access; phone banks are more costly and time consuming
B. Print	Newspaper	National, major metropolitan, rural, local, community, special interest, ethnic, daily, weekly, Sunday only	Letters to the editor, opinion editorials, news coverage, advertisements, announcements; effectiveness depends on how widely read the paper is by your target audience
	Magazines	National, specific interest, trade and professional, weekly, monthly	Large audience reached; may be costly
	Handouts	Pamphlets, brochures, information sheets, flyers, annual school reports/school report cards	Relatively inexpensive; provide quick, convenient information; probably not enough information if used alone; can be used as inserts in other publications
	Newsletters	Internal, external	Labor intensive; relatively inexpensive; personal
C. Direct Mail	Mailings	Letters, postcards, brochures	Relatively inexpensive; personal to target audience; can be very effective
D. Outdoor	Billboards	Roadside, sporting events, cultural events	May be costly; possibility of donated space
	Signs, posters, banners	Bus sides, taxi backs, T-shirts, bumper stickers	Visual message; creativity needed; cost varies
E. Community Outreach	External communication	Presentations to community groups and potential parents, speaker's bureau, open houses, staff and student involvement in the community	Cost effective; labor intensive; promotes word-of-mouth information

Tool II: Communication Materials Checklist[5]

Listed below is a checklist of general materials that you may need as you develop your communication program.

Materials	Completed	In Process	N/A
A good logo and stationary design that will last (may include condensed version of mission statement)			
An easy-to-understand, one-page fact sheet about your school			
At least one press kit on the issues and activities you want to highlight to the media			
Brochures that can be printed on paper and adapted for a Web site			
Video, slides, overheads, and computer presentations			
Reports and studies (e.g., achievement data) for public release as news items			
One-paragraph and one-page bios on spokesperson and school leaders			
Copies of your current newsletter, if there is one			
Copies of newspaper articles about your school			
Photographs of school facilities, student activities, events			

5 3 From Bonk, K., Griggs, H., & Tynes, E. (1999). *The Jossey-Bass guide to strategic communications for nonprofits. A step-by-step guide to working with the media to generate publicity, enhance fundraising, build membership, change public policy, handle crises, and more.*

Tool III: Public Relations Checklist

Preparing Your Charter School

_____ Are you committed to the idea of PR and convinced of its importance?

_____ Have you recruited the proper people to form the PR/communications committee, and are professional communicators involved?

_____ Have you planned a public relations program for a year or six months?

_____ Do your board members assist in your school's promotion? Are board members recruited with this in mind?

_____ Have you prepared hand-out materials with factual information stating your school's purpose, accomplishments to date, goals, and role in the community?

_____ Have you committed at least a small portion of your budget to PR?

_____ Is the telephone answered courteously and helpfully?

_____ Is the mail answered promptly and thoughtfully?

_____ Do you thank parents and volunteers who help in your school? Is there a procedure you follow for this? Are special services acknowledged, and is recognition given to all who deserve it?

_____ Are parents and community members warmly welcomed in your school? Do they become "word-of-mouth" promoters of your charter school?

_____ Have you created a system for collecting and storing data and anecdotes about your school?

Community Relations

_____ Do you know your community's real attitude toward your charter school?

_____ Does your school have an image problem? Have you outlined steps that should be taken to improve this image?

_____ Are community leaders well informed about your school's programs?

_____ Are board members, other agencies, and media contacts kept currently informed about your school's activities through a newsletter or some other method?

_____ Have you distributed your address and phone number to community partners and media contacts?

_____ Does your school contribute to community leadership in education, and does it carry its share of community responsibilities?

General Publicity

_____ Have you made personal contact with key people in the communications industry (field editors, station managers, etc.)?

_____ Do you keep regular contacts with radio, newspapers, and television outlets and handle their requests for information thoroughly and promptly? Are they furnished information about your school on a regular basis?

_____ Are all of your organization's special events publicized by press releases?

_____ Do you make suggestions for feature stories, photos?

_____ Have you organized a speakers' bureau?

_____ Have you approached community businesses for ads, PR help?

Tool IV: Photographic Permission Forms

These are samples only and should not be copied directly for individual use.
Materials should be tailored to meet your school's individual needs.

PHOTOGRAPHIC PERMISSION (Families)

I, the undersigned, hereby grant the _____ School permission to make photographs and/or videos of my family participating in family and/or educational activities, and to reproduce them in educational, informational, and promotional materials that the school produces and makes available for educational/informational purposes.

Son/daughter's name _____

Son/daughter's name _____

Son/daughter's name _____

Son/daughter's name _____

Parent or guardian's name _____

Parent or guardian's name _____

Address _____

Phone number _____

Parent/guardian's signature _____

Date: _____

SAMPLE

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PHOTOGRAPHIC PERMISSION (Students)

I, the undersigned, hereby grant the (charter school name) permission to make photographs of my son/daughter participating in educational activities at (school)_____, and to reproduce the photographs in educational, informational, and promotional materials that the school produces and makes available for educational or promotional purposes.

Son/daughter's name _____

Parent or guardian's name _____

Address _____

Phone number _____

Signature _____

Date _____

SAMPLE

PHOTOGRAPHIC PERMISSION (Adults)

I, the undersigned, hereby grant the (charter school name) permission to take photographs of me participating in educational activities at (charter school name), and to reproduce the photographs on educational, informational, and promotional materials that the school produces and makes available for educational or promotional purposes.

Name _____

Address _____

Phone number _____

Signature _____

Date _____

SAMPLE

BEST COPY AVAILABLE

Tool V: References/Resources

Blaha, K.L. (1998). *Founding charter schools: A basic guide to working with news media*. Portland, OR: Northwest Regional Educational Laboratory.

Bonk, K., Griggs, H., & Tynes, E. (1999). *The Jossey-Bass guide to strategic communications for nonprofits: A step-by-step guide to working with the media to generate publicity, enhance fundraising, build membership, change public policy, handle crises, and more*. San Francisco, CA: Jossey-Bass.

Massachusetts Charter School Resource Center. (1997). *The Massachusetts charter school handbook* (3rd ed.). Boston, MA: Pioneer Institute for Public Policy Research.

National School Public Relations Association. (n.d.). *Getting a public relations program started*. Rockville, MD: Author.

Smith, S.C., & Piele, P.K. (Eds.).(1997). *School leadership: Handbook for excellence* (3rd ed.). Eugene, OR: University of Oregon. ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED 401 596)

Web Sites

National School Public Relations Association

www.nspra.org
Provides school communication training and services to school leaders throughout the United States, Canada, and the U.S. Dependent Schools worldwide.
15948 Denwood Rd., Rockville, MD 20855
(301) 519-0496
Fax: (301) 519-0494

The Public Relations Society of America (PRSA)

www.prsa.org
The Public Relations Society of America (PRSA), headquartered in New York City, is the world's largest professional organization for public relations practitioners. The Society's almost 20,000 members represent business and industry, counseling firms, government associations, hospitals, schools, professional services firms and nonprofit organizations.

The Associated Press. (1997). *The Associated Press stylebook of libel manual*. New York, NY: Author.
Contains journalism writing tips.
Contact: The Associated Press, 50 Rockefeller Plaza, New York, NY 10020.

Manuals

Brody, E.W., & Lattimore, D.L. (1990). *Public relations writing*. New York, NY: Praeger.

Strunk, W., Jr., & White, E.B. (1995). *The elements of style*. Needham, MA: Allyn & Bacon.
Provides information on clear and correct language usage. Available in bookstores.

Marketing Your School

The Importance of Marketing Your School

Marketing to potential students and parents is vital to charter school survival. When funding is tied to the number of students attending your school, reaching the full capacity of student enrollment for your school will be critical to obtaining the necessary financial resources to keep your school running.

Laws and Regulations

There are certain laws and regulations to keep in mind as you design your marketing campaign. Read your charter and your state's charter school law for specific lottery, waiting lists, and application requirements that may apply to your school.

Nondiscrimination Law

Most states require the student body to be racially and ethnically diverse and/or representative of the community.

- Students with special needs such as special education, at risk, or limited-English proficiency (LEP) may not be discriminated against. NO student may be denied admission (unless maximum enrollment has been reached).
- Contact the Office for Civil Rights in your region for more information. See the Civil Rights Law section of *Workbook 2: Regulatory Issues*.

Equal Employment Opportunities

See the Personnel Issues: Employee Selection Practices section of *Workbook 4: Governance and Management* for more information.

Suggested Steps for Marketing Your School

Step One: Ask Yourself

- What types of parents and students will be attracted to our school?
- How can we recruit students in a manner to demonstrate our commitment to equity and diversity?
- What type of teachers and staff members will be attracted to our school?

Review your mission statement and school vision, and consider Equal Employment Opportunity Laws in answering these questions.

Step Two: Message Development

Be positive about what you have to offer. Concentrate on your school's positive points rather than the negatives of the traditional public school. Focus on the innovative curriculum, lower class sizes, safety, or special programs you may offer. Your school should be meeting a need in your community. Communicate how you will meet this specific need for parents.

In the recruitment of teachers and staff, focus on the positives as well, such as less bureaucracy, more control and power in decisionmaking, or being part of an innovative program.

- Always be aware of and communicate how you will be helping kids.

Step Three: Channel of Communication

Decide which channel of communication will be used in the marketing effort.

- Provide information in the commonly spoken languages of your community.
- Have a call-to-action on all items: What do you want the recipient of the message to do? Where do they go? Who to call? When?
- The goal of the marketing campaign is to pique interest and get people to seek further information. Have a clear plan for communicating with the community when they ask for more information about your school.

See Tool I: Methods of Getting Your Word Out (Page 25)

Step Four: Measuring the Results

Devise a way of measuring the results of the marketing campaign. Here are some suggestions:

- Keep track of which channel of communication works best for you and which doesn't so you can modify your strategies in the future.
- Determine the number of responses you receive. This may include the number of phone calls inquiring about the school or about job openings, actual school visits, people attending open houses, or number of response cards returned. Always ask where people heard of the school when interacting with them for the first time. Which methods seem to work best? How can the others be improved?
- Track actual enrollment rates. Adjust efforts as results are received.

Policies Needed; Tools To Develop

As you are designing your marketing campaign, the following items may be helpful. Add to this list as needed.

- Parent/student handbook with corresponding policies
- Admissions procedures (addressing how the school is complying to above laws)
- Enrollment packet

See the Internal Policy Development section of *Workbook 4: Governance and Management* or visit the Equal Employment Opportunity online at www.eeoc.gov.

Marketing to Specific Populations

Ideas for Marketing to Potential Students and Parents

- Have many open houses and invite all parents to attend.
- Select a specific time each week when community tours will be taking place in your school. Make sure all staff and faculty are aware of the day and time.
- Each visitor should get a description (brochure, one-page sheet, etc.) of the school, including the school and parent responsibilities and how it all relates to the vision of the school.
- Have other parents present to answer questions.

- Conduct interviews with parents:
  - — Make it clear to parents that there is a school vision and that the curriculum reflects that vision
  - — Tell parents about the curriculum and the school's expectations of them, as well as what the school has to offer them
  - — Make sure parents are not just joining the school because it is a charter school
  - — Make sure the parents are truly interested in the school's vision and the curriculum
  - — Say what you do not have, as well; your school may not be for everyone

Ideas for Marketing to Potential Faculty and Staff

- Recruit from teaching seminars and college and university educator career fairs. See university career services offices or education departments for dates of these fairs (they are usually in the spring).
- Advertise in *Education Weekly*, Internet sites, and with your state charter school association or resource center.
- Look for a teaching staff that has vision, values, and philosophy that complements your school. This can be done through the interview process. While interviewing:
  - — Make it clear that there is a school vision and that the curriculum reflects that vision.
  - — Tell about the curriculum and the school's expectations of staff as well as what the school has to offer them. Expectations may include longer school day or year, new curriculum, responsibilities, and commitment to vision.
  - — Make sure the individuals are truly interested in the school's vision and the curriculum.
  - — Say what you don't have, as well; your school may not be for everyone.

Retention

Keep parents and staff involved in the school and its activities through open communication. This is important in sustaining a positive environment as your school grows and changes.

See Tool II: Parent/Community Involvement Opportunities (Page 27)
and Tool III: Sustaining Momentum, Avoiding and Surviving Burnout (Page 30)

Tool I: Methods of Getting Your Word Out[1]

- Have enrollment and school information available at local libraries
- Send flyers to social services organizations describing your school and/or inviting them to an event (Rotary, Lions, Kiwanis)
- Community and youth centers, after-school, and recreation programs
- Place flyers in real estate offices
- Present at newcomers clubs
- Encourage word of mouth (satisfied parents, satisfied staff)
- Submit classified ads in newspapers
- Feature stories in newspapers
- Mail information to PTA and other parent organizations
- Interview on local radio talk shows
- Advertise on ethnic radio stations
- Send press releases to the local media
- Write letters to the editor/editorials

1 From www.nycharterschools.org and njw.injersey.com/schools

- Distribute newsletters
- Displays in corporation lobbies, shopping malls
- Place posters in children's clothing stores, day care centers, hospitals
- Publicize student awards ceremonies
- Post information on bulletin boards (laundromats, gyms, beauty shops, bowling alleys, grocery stores)
- Advertise on billboards
- Advertise on buses
- Information/orientation meetings
- Hand out bumper stickers
- Send information to professional associations and publications
- Display banners outside of the school advertising events and inviting all to attend
- Create a video showing that your school is a safe place to be, and play in doctors' offices, restaurants, malls—anywhere that potential families may be
- Invite people to come in to visit the school on a regular basis (open house)
- Advertise in the "Penny Saver" or in Val-U-Pac coupon books, if you have them in your area
- Local TV stations may advertise nonprofit events free of charge

Tool II: Parent/Community Involvement Opportunities: 50 Ideas[2]

Assist at the School

1. Share information with a student or class about a hobby.
2. Share information with a student or class about a career.
3. Share information with students about a country in which you have lived or visited.
4. Tutor one or a small group of students in reading, math, or other areas.
5. Help coach an athletic team.
6. Help check a student's written work.
7. Help publish a school or classroom newsletter. (This can also be done at home.)
8. Help sew or paint a display.
9. Help build something (such as a loft in a classroom).
10. Help students work on a final exhibition or project. (This can also be done at home or at a workplace.)
11. Help answer the school phone.
12. Help plan and/or build a new playground for the school.
13. Help plan a theme-based presentation for students.
14. Help present a theme-based program for students.
15. Demonstrate cooking from a particular country or culture to students.
16. Share a skill with the faculty.
17. Help students plan and build an outdoor garden or other project that beautifies the school.
18. Help coach students for academic competitions such as Odyssey of the Mind or Math Masters.
19. Bring senior citizens to school to watch a student production.

2 Center for School Change. (1997). *Parent/community involvement opportunities: Fifty ideas.*

Extend Learning by Helping To Arrange Experiences in the Community

20. Help set up a student internship at your business, organization, or agency.
21. Host a one-day shadow study about your business or organization for one or a small group of students.
22. Go on a local field trip with a teacher and a group of students.
23. Go on an extended (three- to five-day) cross-country field trip with a teacher and students.
24. Contact a local business or organization regarding possible cooperation.
25. Help create a natural area/learning space outside the building.

Serve on an Advisory or Decisionmaking Committee

26. Volunteer for the schoolwide site council.
27. Serve on a school committee that reports to the site council.
28. Represent the school on a district committee.
29. Serve as an officer on the school's PTA.
30. Help organize a parent organization for the school.
31. Help design a parent and/or student survey for the school.
32. Help conduct and/or tabulate the results of a parent survey regarding the school.

Increase Financial Resources Available to the School

33. Help write a proposal that will bring new resources to the school.
34. Donate materials to the school.
35. Arrange for a business or other organization to donate materials to the school.
36. Help with a fundraising campaign for the school.

Share Information

37. Serve as a member of a telephone tree to help distribute information quickly.
38. Write a letter to legislators about the school.
39. Write a letter to school board members about the school.
40. Go to a school board meeting to advocate for the school.
41. Go to another school to provide information about your school.
42. Help create a brochure or booklet about the school.
43. Help translate information about the school into a language other than English.
44. Help translate at a parent/teacher conference for people who don't speak English well.
45. Provide transportation to a parent/teacher conference for a parent who needs a ride.
46. Write an article about school activities for publication.
47. Arrange for a political leader (mayor, council member, state representative, etc.) to visit the school.

Help Other Parents Develop Parenting Skills

48. Teach or help with a class on ways to be stronger parents.
49. Help produce a videotape on ways to be effective parents.
50. Help write, publish, and distribute a list of parenting tips.

Tool III: Sustaining Momentum, Avoiding and Surviving Burnout[3]

Avoiding Teacher Burnout

- Limit number of outside tasks/obligations assigned
- Office organization and planning to assist teacher paperwork
- Limit faculty meetings and times; provide clear agendas
- Relax; your lack of organization does not mean a crisis for me
- A crisis is a situation that can't be resolved—drop the "t" from can't
- Don't sweat the small stuff; take time to relax
- Have a sense of humor and use it daily
- Change teaching assignments
- When it's time for a break, take it; be protective of break time
- Take time for "personal reward" activities every weekend
- Have a sympathetic ear for venting; be a sincere listener
- Frequently show appreciation for each other
- It's okay to not grade papers every night

Avoiding Administrative Burnout

- Take advantage of administrative workshops and conferences
- Delegate and trust people to follow through with assignments
- Get a life outside of school
- Plan for the unknown
- Don't take yourself so seriously
- Pick your battles carefully
- Frequently demonstrate appreciation for staff and parents
- Make time for staff, student, and parent concerns

3 From Academy Charter School [Castle Rock, CO]. (1997, November 3–5). The Charter Schools National Conference, Washington, DC.

- Have a sense of humor and use it daily
- Develop a team approach rather than going solo
- Identify achievable goals and evaluate yourself on those goals

Avoiding Parent Burnout

- Don't choose the same folks to help all the time
- Train and develop others for positions of responsibility
- Continually say "thank you"
- Communicate clear and useful information
- Avoid criticism of specifics and look at the whole picture
- Be a solution rather than a problem
- Have a sense of humor and use it daily
- Understand and support family commitments outside of the school
- Establish clear goals for the year and communicate them continually
- Recruit new parents to take part in school activities

Tool IV: References and Resources

Center for School Change. (1997). *Parent/community involvement opportunities: Fifty ideas*. Minneapolis, MN: University of Minnesota, H.H. Humphrey Institute of Public Affairs.

Office of Civil Rights. (2000). *Applying federal civil rights laws to public charter Schools: Questions and answers*. Washington, DC: U.S. Department of Education. Retrieved June 4, 2000 from the World Wide Web: www.uscharterschools.org/res_dir/res_primary/may_2000.pdf

Web Sites

American Marketing Association
Chicago, IL
www.ama.org
The AMA Publishing Group produces eight business magazines and scholarly journals designed to enhance your professional development and keep you in tune with the latest research and trends in various fields and industries.

New York Charter School Resource Center
Amityville, NY
www.nycharterschools.org
Model Guidelines for Charter Schools includes information on marketing, recruiting students, and measuring community support.

The Small Business Administration (SBA)
Washington, DC
www.sbaonline.sba.gov
Maintains a library of small business oriented files and programs on the topic of marketing

Coyote Communications
Austin, TX
www.webcom.com/jac/promote.html
Outreach Via the Internet for Not-for-Profit or Public Sector Organizations: It's a lot more than just getting a World Wide Web site.

Moving Beyond Controversy

Conflict Management

Conflict is a normal part of any organization. Charter school founders are often faced with internal and external sources of conflict. Some generic approaches to managing conflict are: competing, accommodating, avoiding, and compromising. Each has its strengths and limitations based on the situation at hand. In conflict management, using all approaches can help you to manage difficult situations as they arise.

Conflict Behavioral Styles

Competing

Individuals who are competitive are intent upon winning. They set things up so that they win or get their way, and anyone who opposes them loses. They ignore, conceal, or diminish information that does not support their predetermined conclusion. They are individualistic and decisive and thrive especially in crisis situations. Their style requires others to submit rather than to think creatively and independently.

Uses:

- When quick, decisive action is vital, such as in emergencies
- On important issues where unpopular courses of action need implementing (e.g., discipline, cutting costs)
- On issues vital to the welfare of the school and you know you are right
- To protect yourself against people who take advantage of noncompetitive behavior

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

—*Martin Luther King Jr.*

Accommodating

Individuals who are accommodating are quick to support what appears to be the prevailing point of view. They dislike conflict and want to be liked by everyone.

Uses:

- When you realize that you are wrong, to allow a better position to be heard, to learn from others, and to show that you are reasonable
- When the issues are much more important to the other person than to yourself, to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship
- When continued competition would only damage your cause; when you are outmatched and losing

- When preserving harmony and avoiding disruption are especially important
- To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes

Avoiding

Individuals who are avoiding are clearly uncomfortable with any differing point of view. Because their first concern is to stay out of the crossfire of any dispute, they contribute little to finding the best solution. When the discussion heats up, they shut down.

Uses:

- When an issue is trivial, of only passing importance, or when other more important issues are pressing
- When you perceive no chance of satisfying your concerns (e.g., when you have low power or you are frustrated by something that would be very difficult to change such as national policies, someone's personality structure, etc.)
- When the potential damage of confronting a conflict outweighs the benefits of its resolution
- To let people cool down, to reduce tensions to a productive level, and to regain perspective and composure
- When gathering more information outweighs the advantages of an immediate decision
- When others can resolve the conflict more effectively
- When the issue seems tangential or symptomatic of another, more basic issue

Compromising

This is about finding consensus by combining those parts of a discussion on which there is agreement, in ways that are acceptable to the disputing parties. The art of compromise is part of the democratic process, and it has its place. Its limitation is that instead of working toward the best solution, it pulls the discussion toward the lowest common denominator. A compromised solution is often shallow and temporary.

Uses:

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals—as in labor-management bargaining
- To achieve temporary settlements to complete issues
- To arrive at expedient solutions under time pressure
- As a backup mode when collaboration or competition fails to be successful

Collaborating

Collaborators are first interested in identifying a variety of promising approaches to the subject at hand. They invite debate and welcome all alternatives, which strengthen the consensus that is emerging. Their interest is not so much in who wins and who loses, but in arriving at the best solution. The process takes longer, but the results are usually better and more enduring.

Uses:

- To find an integrative solution when both sets of concern are too important to be compromised
- When your objective is to learn—testing your own assumptions, understanding the views of others
- To merge insights from people with different perspectives on a problem
- To gain commitment by incorporating others' concerns into a consensual decision
- To work through hard feelings that have been interfering with an interpersonal relationship

Hands-On Advice for Dealing with Interpersonal Conflict

1. One-on-One: How To Communicate in a Hostile Conversation[1]

Imagine you are presenting at a community meeting and an extremely enraged parent who feels that your charter school is not representative of the ethnic diversity of your area loudly confronts you by screaming and insulting you. How do you handle a situation like this?

Being proactive in dealing with potential and real conflict is imperative. According to Georgia J. Kosmoski, a former superintendent and currently a professor of educational administration at Governors State University in University Park, Illinois, there are six strategies for coping with hostile conversations:

Forewarned is forearmed—Have as much information about potential hostile situations as possible. Encourage your staff to report any suspicion of trouble.

In the case of the angry parent above, a good line of defense would be to have collected and have available data that would address your school's enrollment policies and how they relate to your mission and vision. If the parent had called your school or contacted someone on your staff before this incident, the matter could have been addressed before or you could have at least been warned of a potential confrontation and been properly prepared.

Timing is everything—If it is possible, postpone a confrontational conversation until you have all the information you need. This may help to calm all parties involved before discussing again.

In this case, you will probably be unable to postpone the conversation entirely. But if you do not have all the proper information in front of you, it is usually best to at least have accurate information before continuing.

It takes two to fight—Refuse to partake in screaming, yelling, and other non-constructive behaviors. You may gain more in the exchange if you remain calm and controlled during such verbal attacks.

In this case, do not get in a screaming match. Calmly listen and try to explain your situation. Data is always helpful in proving a point.

An ounce of prevention is worth a pound of cure—Develop a plan in advance should a confrontation turn violent. Have a clear, set procedure for notifying the authorities.

Do not cry over spilt milk—Do not get down on yourself too much for not handling a conflict the way you wanted. Learn from your mistakes and move on.

1 From Kosmoski, G.J. (1999). Focus: Defusing a conversation that turns hostile. *The School Administrator*, 56(3), 35.

II. Approaching Conflict in Meetings[2]

Conflicts may erupt in board meetings, staff meetings, or meetings involving the general public. Handling these events in a constructive manner can be a powerful method of building positive relationships. Suggestions for approaching conflicts in meetings:

- Ensure that disagreement is expressed sensitively.
- Disagree with the idea, do not criticize the individual.
- Respond to disagreement with a spirit of inquiry. Ask for clarification or examples.
- Focus on commonalties. Point out the similarities between individual perspectives. Let the group know you want to build on those.
- Separate personalities from ideas.
- Ask two people who most oppose each other to sit down together and work out a common approach.
- Humor is an effective means of reducing tension.
- Revisit vision/mission statement for common ground to move beyond conflict.

See Tool I for tips on Working with Difficult People (Page 40)

2 From Holmgren, N. (1994). *10 minutes to better board meetings*

Tips for Dealing with Internal and External Politics

Internal politics and conflicts can often become external problems if they are not addressed and managed properly. Here are some tips[3] for making the most of internal and external politics that can often turn ugly:

Leadership Tips

- Learn negotiating skills; seek professional development for yourself and your staff.
- Avoid focusing on control. Be happy with the results of your school, no matter who or what makes them happen. Give praise. Celebrate accomplishments.
- Avoid adopting a false leadership persona. Do not become caught up in your leadership role. Stay grounded in why you chose to start and run a charter school in the first place.
- Exhibit loyalty to your school and staff. It will be returned.
- Avoid any perceptions of favoritism.
- Beware of empty threats. They seldom work, and they often make you look weak.
- Do not let your ego get in the way. Ego can blind you to the importance and potential of other people. Remember, it's not about you. It is about the kids.

Political Tips

- Reach out to policy shapers and lawmakers. Do not be shy about lobbying for charter schools.
- Do not gloat over temporary political victories, and do not repeat other people's bad news. It is bad form, and it is bad politics.
- Cultivate as many mentors as possible. Seek the advice of other charter school leaders. They have been there before and offer excellent advice.
- Resist the temptation to play dirty politics, cut corners, or sacrifice values.
- Try to keep internal politics from spilling over into the community. If something negative leaks out, do not engage in a political war of words or one with the media.

3 From Ramsey, R.D. (1999). *Lead, follow, or get out of the way: How to be a more effective leader in today's schools.*

- Learn how people with power (charter-granting agency, school district, others) like to receive information. Give them the information you want them to have in the way they want to get it. It maximizes your chances of being heard and avoiding unnecessary conflict.
- Get an edge on adversaries by looking at them from different perspectives. Rename the opposition. When you think of opponents as misguided or troubled people, rather than as bad people, you can deal with them more effectively.
- Do not let grudges get in the way of forging more productive relationships.
- Make at least one good adversary. Enemies serve the purpose of being honest with you and telling you what you may be doing wrong.

How To Deal with the Media During Setbacks, Crises, or Emergency Situations

Being prepared for a potential crisis is of great importance for any school. Developing a crisis communication plan can help you be more prepared for potential problems.

See Internal Policy Development, Tool VII: Crisis Communication Plan in *Workbook 4: Governance and Management* for more information.

Here are other suggestions for dealing with the media during difficult situations:

- Be accessible
- Never lie to the media
- Do not bluff; if you do not know, admit it
- Do not withhold information
- Do not put off reporters; they have deadlines also
- Keep promises to return media phone calls
- Tell bad news quickly; get it over with
- Do not hide behind "No comment"
- Limit comments to factual information
- Do not assume anything is "off the record"

- Avoid using jargon; plain talk is best
- Give short, direct answers (the media thrive on sound bites)
- Be careful of making any libelous statements or violating confidentiality or privacy laws
- Rehearse or role-play interviews in advance whenever possible
- Hold a press conference if appropriate in order to get identical information to all news sources
- Do not expect kid glove treatment; some reporters are used to playing rough
- If you are interviewed on TV, pay attention to dress, posture, and appearance; first impressions are the only impressions
- Do not play favorites with reporters
- Keep explanations simple
- Do not be afraid to repeat the obvious; it may not be obvious to others
- Designate a single spokesperson with the media
- Frame the issues: this is a challenge rather than a problem; the fact is that you are addressing the issues and not avoiding the situation

See the Personnel: Grievance Procedure section of *Workbook 4: Governance and Management* for more information.

Tool I: Working with Difficult People

It can be a real zoo out there. Working with people is often more demanding than lion taming. Perhaps that's because there's an animal inside many of us, suggest Frances Norwood and Annette Nunez[4], professors at the University of Southwestern Louisiana. They use animals to describe traits of difficult people and then suggest ways to "tame" them.

4 FromNorwood, F.W., & Nunez, A.V. (1987) Managing the animal within us. SAM *Advanced Management Journal*, 52(2).

Bulls

They come out charging, attacking the other person, usually because they feel frustrated. Because they feel their victims are inferior, they believe they have tremendous power and often act abusive, abrupt, and intimidating.

To manage Bulls:

1. Let them speak for a while to let off steam.
2. Sit or stand deliberately and dramatically to get their attention.
3. Call them by name and maintain eye contact.
4. Ask them to have a seat.
5. Present your ideas forcefully.
6. Refuse to argue.
7. Be as friendly as possible.

Snakes

They enjoy blending in with the surroundings and striking suddenly when their victims least expect it.

To manage Snakes:

1. Bring problems out into the open.
2. Involve the group.
3. Smoke out hidden problems through surveys, suggestion boxes, and so forth.

Cheetahs

They burst forth in sudden temper displays (a tactic learned early in life to cope with fear and helplessness), as an automatic response to threat.

To manage Cheetahs:

1. Sincerely try to alleviate their fears.
2. Help them regain confidence and control.
3. Talk with them privately.

"Macaw" Parrots They talk and chatter—sometimes sense, sometimes nonsense. They feel powerless, think others should behave in certain ways, and complain when they do not.

To manage "Macaws:"

1. Give them your full attention and maintain eye contact so they'll feel important.
2. If they have a complaint, do not jump to conclusions before you hear the matter out.
3. Ask for facts, and get the complaint in writing.

Ostriches They stick their heads in the sand, handling painful situations in noncommittal ways. They tend to avoid other people and themselves.

To manage Ostriches:

1. Use questions to get them to talk. Do not fill in the silences.
2. Summarize what they say, ending the summary with an open-ended sentence or question.
3. Listen attentively when they talk. End the discussion if they clam up, but set up another appointment.

Cubs They are humorous, friendly, and cooperative. They agree, whether or not that's what they truly think. Needing to be liked leads them to make unrealistic commitments.

To manage Cubs:

1. Let them know they can be honest.
2. Compliment them.
3. When you suspect their commitments, say, "I do not think I could do that in the time you've allotted. When I did that it took me more time."
4. Look for the true feelings in their humor.

Hyenas

They "chill out" people's positive feelings. They lack faith in other people and wilt them with sarcasm and doubts.

To manage Hyenas:

1. When they predict failure, ask: "What's the worst thing that can happen?"
2. Make positive statements about past successes.
3. Show your determination to take action and succeed.

Rhinoceroses

They are strong, knowledgeable people whose "know-it-all" attitudes are overbearing. Their ideas are best; yours unimportant, except to point out shortcomings.

To manage Rhinoceroses:

1. Be certain your facts are correct when you present ideas to them.
2. Repeat what they say to avoid their over-explanation.
3. Use questions when you express disagreement.

Peacocks

They pretend to be experts, but aren't, so they often give wrong or partially correct advice.

To manage Peacocks:

1. Let them maintain their dignity, but do not rely on their information.
2. Remind them of facts diplomatically.

Turkeys

They can't make a decision. They're usually nice, but hope most situations will resolve themselves or be forgotten before they must decide.

To manage Turkeys:

1. Talk through the decisionmaking process step-by-step.
2. Listen carefully to identify their fears.
3. Show why ideas or proposals are worthwhile.
4. Emphasize the need to be decisive.

Beavers They are hardworking and proficient but they arouse other employees' jealousy and suspicion. They are often underpaid because they do not demand more, or are bypassed for promotion to keep them doing their present jobs.

To **manage Beavers:**

1. Do not exploit them, and do not make them favorites.
2. Advise them to channel some energy into developing better relationships with fellow employees.

Suggestion: Recognize your coworkers' animal types—and your own. Of course, no one is an animal all the time. It's stressful situations that bring out the beast in us.

Tool II: References/Resources

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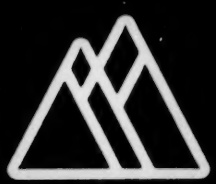

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